

AP PSYCHOLOGY

AP Psychology is a year long course in psychology that prepares students for the AP Psychology exam.

The purpose of AP Psychology is to introduce students to the systematic and scientific study of behavior and mental processes of human beings. Students will develop an understanding of psychological facts, principles, and phenomena associated with each of the theoretical approaches in psychology. Students will learn about the methods psychologists use in their science and practice. This course will promote student awareness of and respect for the psychological diversity of human beings with reference to biological, social and cultural influences. Students will be provided with a learning experience equivalent to that obtained in most college introductory psychology courses. In addition to the mastery of the fundamentals of psychology, students will engage in the study of research designs, methods, statistics and ethical issues in psychological research and application, and undertake one research study.

Course Objectives

1. Students will prepare to successfully complete the AP Psychology examination.
2. Students will be introduced to the systematic and scientific study of the behavior and mental processes of human beings.
3. Students will describe and evaluate theories and empirical studies related to the perspectives in psychology.
4. Students will apply theories and findings of empirical studies to explanations of human behavior.
5. Students will demonstrate the acquisition of knowledge and skills required for experimental design, data collection, data analysis and interpretation.
6. Students will develop critical thinking skills.

Textbook

Myers, David G. *Psychology*, 6th ed. New York: Worth, 2001.

Resources for Teaching AP Psychology

- Instructors Resources by Martin Bolt--supplement package for Myers text
- Myers Psychology Web Companion (www.worthpublishers.com/myers)
- Test Bank by John Brink—supplement package for Myers text
- Scientific American: Psychology Reader

- Hock, Roger R. *Forty Studies the Changed Psychology: Explorations into the History of Psychological Research*, 4th ed. Upper River, N.J.: Prentice Hall, 2002.
- AP Released Exams in Psychology and other support materials provided by the College Board.

Classroom Expectations

- Students are expected to take the AP Psychology exam in May. Exam fee approximately \$82.
- **Materials Required:** Students are expected to keep a 3-ring binder which will include:
 1. Classroom Notes—(graded each 9 weeks)
 2. Q-Notes for textbook—(graded each test)—see attachment for instructions.
 3. Critical Thinking Assignments—(approximately 3 per unit)
 4. Supplemental Readings—(readings drawn from books, newspapers, magazines and journals)
 5. Computer Lab Assignments—(PsychSim and PsychQuest- Companion website for textbook)
- **Cooperative Learning Groups:** Students will work throughout the year both independently and in study groups on assignments, projects, class presentations and critical thinking discussion questions.
- **Critical Thinking:** Critical thinking questions will act as reading quizzes as well as group discussion. Throughout the year students will analyze many case studies.
- **Research Project**—Initially, students working in groups, will prepare and present to the class different models of research design. Students will then replicate a simple experimental study and write a report. (1500-2000 words) Format for the report: Title page, Abstract, Introduction, Method, Results, Discussion, References and Appendices.
- **Additional Projects:** Learning Project, Dream Journal, Erikson Journal/Project, Research paper-Mental Disorder, Therapy PowerPoint and Investigation online social psychology experiments.
- **Assessments:** Exams will be given at the end of each unit and will be 50 to 75 Multiple Choice questions and 2 free response questions. (simulating AP exam) All students will take a final exam at the end of first semester.
- **Exam Review:** Students will engage in exam review the last 3 weeks of school. This will include a 300 word vocabulary packet, practice exams both multiple choice and free response, and students will be expected to organize their Q-notes for

study. Throughout the year 3 cumulative exams and 4 timed free response exams will be given.

Course Outline

First Semester

First Nine Weeks

I. Introduction, History and Methodology

2 weeks

- Describe the goals of psychology and outline the philosophical roots of psychology.
- Discuss the major trends in the early development of psychology: structuralism, functionalism, behaviorism, and influence of Freud and the biological roots of psychology.
- Describe how the different perspectives explore and explain human behavior.
- Compare and contrast the psychological perspectives.
- Describe the different types of psychologists (subfields) and the problems they study.

CR1-The course provides instruction in history and approaches

CR2-The course provides instruction in research methods.

Research Methods

3 weeks

- Analyze the principle steps of the scientific method.
- Explain experimental variables that are controlled in a scientific investigation.
- Understand the various experimental tools available to the research psychologist.
- Discuss the advantages and disadvantages to the various types of research designs.
- Discuss ethics in research.
- Utilize statistical measures including; measures of central tendency, variability, and statistical significance.
- Students will engage in their own research study.

CR16-The course provides instruction in ethics and research methods used in psychological science and practice.

CR15-The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

II. Biological Bases of Behavior

4 weeks

- Describe methods for studying the brain and for assessing brain damage and outline the basic structure of the nervous system.
- Identify the parts of the brain and the functions of each.
- Describe the functions of the four lobes of the cerebral cortex.
- Understand the structures of neurons and the steps of synaptic transmission.

CR3- The course provides instruction in biological basis of behavior.

- Explain the effects of psychotropic drugs on the brain and behavior.
- Describe the causes and effects of drug addiction on the brain and behavior.
- Explain the function of neurotransmitters with respect to behavior and cognitive processes.
- Analyze the research on the split-brain syndrome and explain how this research helps explain hemispheric brain function.
- Describe the function of the Endocrine system.
- Describe the impact of genetics on behavior.
- Explain the functions of the sensory organs and how their structure and function impact perception.

Second Nine Weeks

III. Motivation and Emotion

2 weeks

- Explain the terms motivation and drive. Describe and evaluate instinct and drive reduction theory.
- Identify social and learned motive in human behavior.
- Analyze intrinsic and extrinsic motivation and learned helplessness.
- Discuss the physiological mechanisms of hunger.
- Discuss psychological and cultural influences on hunger.
- Explain the causes of anorexia nervosa, bulimia nervosa, and obesity.
- Clarify emotion, mood, and temperament and describe how people often use emotions to explain behavior.
- Describe the social nature of emotional expression in humans.
- Describe the types of stimuli that produce emotional displays in humans.
- Describe and evaluate the James-Lange, Cannon-Bard and Schachter-Singer theories of emotion.
- Analyze the stress response, discuss the pervasiveness of stress in modern society, and explain techniques for handling stress.
- Explain how stress impairs the physical and mental health of people.

CR8-The course provides instruction in motivation and emotion.

IV. Learning

2 weeks

- Compare and contrast the various types of learning.
- Describe the discovery of classical conditioning by Pavlov and discuss the principles of classical conditioning.

CR6-The course provides instruction in learning.

- Analyze the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination.
- Describe instrumental (Operant) conditioning, the nature of reinforcement and punishment, and the phenomenon of extinction.
- Explain the different schedules of reinforcement.
- Describe shaping—Skinner experiments.
- Cognitive functions in both operant and classical conditioning—Kohler/Tolman.
- Biological influences on learning (Seligman and Lorenz)
- Analyze Social Learning Theory and Observational Learning (Bandura).

CR15-The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

V. Cognition

3 weeks

- Explain the information-processing model of memory.
- Describe the function of sensory, short-term and long-term memory.
- Analyze the distinction between episodic and semantic memory and the distinction between explicit and implicit memory.
- Explain how information is remembered and how information can be remembered more efficiently.
- Describe concept formation and the role of prototypes.
- Understand the various types of problem solving: trial and error, algorithms, heuristics, and creativity.
- Analyze how fixation, algorithms, heuristics, framing, overconfidence and belief perseverance can impact problem solving.
- Describe language acquisition and the importance of language.
- Discuss Whorf's linguistic relativity hypothesis.
- Describe the research on animal cognition and communication.

CR7-The course provides instruction in cognition.

VI. Testing and Individual Differences

2 weeks

- Describe the history and nature of intelligence.
- Discuss intelligence testing, assessment techniques, ethics and standards in testing, heredity vs. environment and human diversity.
- Understand standardization, reliability and validity of intelligence tests.
- Describe the extremes of intelligence.

CR11-The course provides instruction in testing and individual

- Discuss creativity and programs for the gifted and talented.
- Discuss if cultural bias exist in intelligence testing.

SECOND SEMESTER

I. Sensation and Perception

2 weeks

- Understand the processes of sensation and perception.
- Understand Psychophysics: Thresholds, Weber, and signal detection theory.
- Describe the anatomy of the human sensory mechanisms (the five senses), and explain transduction and theories related to vision and pitch.
- Explain perception: Attention, processing, illusions, Gestalt and research on depth perception and cues.
- Discuss the role of culture in perception.

CR4-The course provides instruction in sensation and perception.

CR15-The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

II. States of Consciousness

2 weeks

- Describe the continuum of consciousness.
- Describe the stages of sleep, function of sleep, and sleep disorders.
- Analyze theories of dream interpretation.
- Discuss hypnosis and the debate surrounding hypnosis.
- Analyze tolerance, addiction and withdrawal.
- Identify and explain effects of various drugs (depressants, stimulants, hallucinogenic drugs)
- Analyze the cultural perspective of drug use and meditation.

CR5-The course provides instruction in states of consciousness.

III. Developmental Psychology

3 weeks

- Describe the production of gametes, conception, and the development of a human fetus, and environmental and genetic conditions that interfere with normal development.
- Discuss methodology—longitudinal and cross-sectional studies.
- Assess the physical and perceptual development of the human child.
- Analyze the importance of a responsive environment and describe and discuss the four periods of cognitive development proposed by Jean Piaget.

CR9-The course provides instruction in developmental psychology.

CR 15-The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspective, and psychological experiments.

- Explain the process of concept formation, and discuss cognitive processes involved in problem solving and decision-making.
- Illustrate developmental changes using Erikson's stages of psychosocial development. (Erikson project done here)
- Discuss the cognitive processes involved in problem solving and decision-making.
- Clarify the function of language and understand the development of language acquisition.
- Compare and contrast Noam Chomsky's view of language development with that of the behaviorists.
- Describe studies addressing attachment.
- Describe Kohlberg's theory of moral development and analyze research on teaching morality to children.
- Explain physical sexual development, the nature of sex roles, and the factors that influence the development of such roles.

IV. Personality and Psychological Testing

2 weeks

- Distinguish between personality types and traits, and analyze the personality traits identified by, Cattell, Eysenck, and the five-factor model.
- Describe the effects of heredity on personality characteristics and assess the biological influence on personality.
- Compare and contrast the behaviorist and social learning approaches to personality and compare them with trait theories.
- Analyze how Freud's training influenced his psychodynamic theory of personality development and explain the structures of the mind and defense mechanisms in which he theorized.
- Explain Freud's psychodynamic theory of personality and how it influenced the theories of Jung, Adler, Horney and Erikson, and discuss modern research on the Freudian concepts of repression and self-deception.
- Evaluate the humanistic approach to personality and outline and evaluate Maslow and Roger's theories of self-actualization.
- Assess how personality tests are constructed using empirical strategies and describe these personality tests: the MMRI, the Rorschach Inkblot Test and the Thematic Apperception Test.

CR10-The course provides instruction in personality.

CR15-The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

CR11-The course provides instruction in testing and individual differences.

Second Nine Weeks

V. Abnormal Psychology

2 weeks

- Discuss stress and health.
- Distinguish between normal and abnormal.
- Understand the uses of DSM-IV-TR in the diagnosis and classification of mental illness.
- Apply the techniques of clinical assessment—clinical interview, psychological tests, neurological tests and clinical diagnosis via DSM-IV-TR.
- Describe the symptoms and possible causes of the major anxiety disorders; panic disorders, phobic disorders and obsessive-compulsive disorder.
- Explain the symptoms and possible causes of somatoform disorders.
- Describe the symptoms and possible causes of the major dissociative disorders: dissociative amnesia, dissociative fugue, and dissociative identity disorder.
- Analyze the symptoms of bipolar and major depression.
- Evaluate the psychoanalytic and cognitive theories of the causes of mood disorders, the role of heredity, research on biochemical factors, and the relation to biological rhythms.
- Describe the symptoms and possible causes of personality disorders, including: antisocial personality disorder, borderline personality disorder, and others.
- Explain the psychopathology of schizophrenia.
- Describe the psychopathology of catatonic schizophrenia, paranoid schizophrenia and disorganized schizophrenia.
- Discuss and evaluate research on the early predictors of schizophrenia, the role of heredity, the dopamine hypothesis and analyze these based on the diathesis stress model.

CR12-The course provides instruction in abnormal psychology.

CR15-The course provides instruction in empirically supported psychological facts, research findings, terminology, associated phenomena, major figures, perspectives, and psychological experiments.

VI. Treatment of Psychological Disorders

2 weeks

- Describe the early treatment of the mentally ill and the historical development of psychotherapies.
- Evaluate the treatment of mental disorders by means of psychoanalysis and client-centered therapy.
- Assess the treatment of mental disorders by means of systematic desensitization and aversive classical conditioning as well as other behavioral therapies.
- Describe the treatment of mental disorders by means of techniques based on instrumental conditioning.

CR13-The course provides instruction in treatment of psychological disorders.

- Evaluate behavior therapy and describe the types of situations in which its use is appropriate.
- Describe and evaluate the treatment of mental disorders by means of rational-emotive therapy and methods using a combined behavioral-cognitive approach.
- Analyze some of the benefits of group psychotherapy and describe and evaluate psychodrama, family therapy, and group behavior therapy.
- Explain and evaluate the treatment of mental disorders with antipsychotic, antidepressant, and anti-anxiety drugs.
- Describe and evaluate the treatment of mental disorders with electroconvulsive therapy and psychosurgery.
- Analyze the eclectic approach to psychotherapy and discuss research on the effectiveness of therapies and therapists.
- Discuss the role of values and cultural differences in therapy.

VII. Social Psychology

2 weeks

- Describe the basic principles of Attribution theory, and analyze common attribution biases and research on their causes.
- Describe Festinger's theory of cognitive dissonance and discuss how and why induced compliance affects a person's attitude.
- Assess the formation of the affective, cognitive and behavioral components of attitudes.
- Evaluate the techniques for attitude change.
- Analyze the research on the origins of prejudice and some of its damaging consequences, and reasons for hope for change.
- Describe research on the nature and effects of conformity and the conditions that facilitate or inhibit bystander intervention.
- Evaluate research on situations that require reciprocity.
- Explain research on compliance with respect to requests of attractive people and authority figures.
- Describe research on the effects of positive evaluation, similarity, physical appearance, and familiarity on interpersonal attraction.
- Evaluate the research on aggression, interpersonal attraction and love.
- Explain altruistic behavior, social norms and social exchange theory.

<p>CRI4-The course provides instruction in social psychology.</p>
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- Compare the research on social facilitation and social loafing and the conditions under which each occurs.
- Analyze some of the variables that affect decision-making by groups.

VIII. Exam Review

3 weeks

- Students will complete a 300 word vocabulary packet.
- Review of each unit will take place with review tools.
- Practice exams will be taken during class time.

**Q-note instructions on the following page*

AP PSYCHOLOGY---Q-NOTES

Before Reading:

- Chunk how many pages to read each night before the test.
- Set a specific goal of how many pages you have to do a night.
- Finish the chapter a few days before the test so you can review.
- Start sessions by quickly reviewing whatever done previously.

When Reading:

Q In Red: Pose the key question for the section you are reading by turning the dark bold headings of the major sections into questions. Put these questions in the top center of the notebook page. Underline or box them so they stand out. When you review, first try to answer all these key questions (in red) from memory. Practice recall.

T In Green: Put the major terms that answer the question you posed. Often they will be highlighted in bold print. Put the terms in your notebook at the far left. When you review, test your recall of the terms by covering the definitions.

D In Purple: Next to the terms put their definitions, copy important diagrams that summarize concepts. Circle in blue the names of important researchers or key thinkers you find. When you review you can reread your explanations and your definitions in your notebook without having to reread the text.

A In Orange: Put YOUR associations, questions, emotional responses at the far right –next to whatever you have written from the text in purple. When you record your thoughts and feelings about what you are reading you more deeply process the information in a personally meaningful way. When you review some weeks or months later, these associations will help trigger memories of when you first saw the material, activating your context clues and your state dependent memory insuring recall.

After Reading:

S In Blue: After you have finished reading a major section and/or whole chapter, sum up in a few sentences what you learned. Include your own main insights and feelings about what you gained personally from the chapter. Again, you are insuring the material is meaningful and relevant to you because you have made connections to your life experience.

C In Black: Write your check up questions. These could be fill-ins, or a trial multiple choice question or potential essay questions. When you review, go directly to these check up questions. Use them to drill yourself on the material or trade check up questions with your study group.

Rationale for colors: The brain likes contrast and novel stimuli. Color does that for the brain. If you find that having that many pens is a bother, then write your notes in the traditional black and blue, but use colored highlighters to get contrast.

Experiment with this system. Be creative! Make your notebook highly individual.

